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ABSTRACT

The curriculum overview, intended for secondary teachers, describes the general objectives, methodology, and units of the Wingspread project. Goals of the project are to prepare individuals to function in a complex society; to promote academic and social development through personal and direct involvement with problems in a metropolitan society; and to bring together youth of different cultural backgrounds for the purpose of improving intergroup relations. Each unit, lasting approximately four weeks, fosters cultural exchange, community understandings, and problem solving, and utilizes community resources. The four units described here are: 1) "Social Problems in Law and Justice" investigates constitutional history, utilizes a case study approach, and examines other cases in connection with on-the-scene field class experiences in the court; 2) "Social Anatomy of the Metropolis" offers a study on the historical background of racial and ethnic groups in America; 3) "Dynamics of Urban Change" presents students with concepts necessary for an understanding of the forces that influence community development; and, 4) "Man's Urban Expression" addresses itself to the twentieth century culture of urban man and man's adaption to urbanization. Related documents are: SO 003 074 and SO 003 075. (Author/SJM)

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PROJECT WINGSPREAD

EDUCATION FOR METROPOLITAN LIVING

HIGH SCHOOL CURRICULUM OVERVIEW

I. General Objectives

II. Methodology

III. Unit Description

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I. General Objectives

As America becomes increasingly urbanized, urban centers grow into metropolitan areas and rapidly expand to megalopolis regions. Periods of rapid transition demand that productive citizens possess knowledge of and identify with the forces affecting change within the metropolitan community. Project Wingspread is dedicated to the belief that the study and understanding of the dynamics of urban change and their historical implications will better prepare individuals to function in a complex society.

The goals and objectives of the Wingspread curriculum seek to promote academic and social development through personal involvement with problems in a metropolitan society. Specific objectives have been established for individual units within the Wingspread curriculum. A brief summation of these objectives are:

A. To bring together youth of different cultural backgrounds for the purpose of improving intergroup relations through an examination and understanding of social, economic and ethnic similarities and differences.

B. To strengthen the student's concept of self identity through exposure to and examination of current and historical contributions of ethnic groups.

C. To provide students and teachers the opportunity to identify and appreciate cultural differences as contributions to the development of our society through organized field experiences and related background readings.

D. To develop an understanding of city-suburban, metropolitan-megalopolis relationships through the utilization of political, social, economic and cultural community resources.

E. To stimulate the student toward seeing the need for and the desirability of citizen participation in the governmental process.

F. To explore new forms of teaching patterns involving team teaching, the magnet school concept and community participation by correlating field experiences with significant historical material.

II. Methodology

Goals and objectives are met through cooperative teacher-student planning. The resultant units are a series of creative learning experiences organized around a meaningful, socially significant theme. Each unit has these characteristics:

-- Encourages the drawing of intelligent inferences from facts and opinions gathered through classroom study and related field experiences.

-- Emphasizes problem solving as it deals with significant problems, concerns and attitudes of students involved in the program.

-- Provides for developing appreciations, attitudes, understandings and concepts as well as acquiring knowledge and skills.

-- Utilizes a wide variety of educational materials and community resources which, in turn, provides for a wide range of experiences, learnings and activities.

-- Allows students and teachers to investigate, examine and explore, historically and through experience, the dynamics of metropolitan living.

Because of the complex nature of problems and solutions in an urban society, the problem centered approach is utilized. Since it is impossible to explore all aspects of urbanization, the problem centered approach affords the best opportunity for students to understand the interrelation among social, political, economic, and ethnic forces which combine to produce the dynamics of metropolitan living. Each unit of study contains suggestions which can be utilized by teachers and students as the basis for formulation of a problem centered unit. Each unit takes approximately four weeks to complete.

III. Unit Descriptions

Social Problems in Law and Justice

The evolution of current laws and legal methods are examined through an investigation of such documents as the Constitution and Bill of Rights, Supreme Court decisions and case studies from Law in American Society. Students are able to trace the development of America's modern legal trends by the case study approach. The "Trial of Goodwife Cary" is used to show the background of modern

strictures concerning a husband and wife testifying against the spouse, the inadmissibility of hear-say evidence, the barriers against state control of religious belief and rules of evidence. A study of the case reveals that the Cary trial lacked many modern controls related to these matters. A case study of "In Re Gault" allows students to explore through legal process a crucial decision concerning the constitutional rights of juvenile offenders.

Many other cases and background materials are used in connection with on-the-scene field class experiences at courts. (E.g., Juvenile Court, Narcotics Court, Tenant Court, Criminal Court, and other courts in the Chicago metropolitan area.) The legal aspects of American history thus come alive to the students in relation to topics such as the "Judicial Aspects of Law and Justice" and the "Punitive Aspects of Law and Justice."

Through historical background, students become familiar with the processes involved in rendering decisions on current court cases and the rights of the individual as defined by laws. Field experiences (visits with judges, to courts and trials) are utilized in order to materialize the theoretical study. During the field experiences students can compare, contrast and seek to discover whether current interpretation and application of laws and the administering of justice coincides with what they have learned. The unit also examines the legislative mechanics involved in creating laws through field experiences which explore city and suburban legislative bodies. Field experiences to penal institutions such as the House of Correction, offer opportunities to examine the punitive aspects of law and justice. An understanding of the role of rehabilitative agencies is gained through on site investigations. Agencies which aid individuals in safeguarding their liberties are also included in the unit.

Social Anatomy of the Metropolis

This unit concerns itself initially with the historical background essential to an understanding of the peoples who populate the United States: the American Indian, a stranger in his own land; the Afro-American, first enslaved and later segregated; the Irish, Italians, Jews, Poles, Chinese, Japanese, and other immigrant groups, who encountered in the United States many of the religious, political, economic, and social problems that they sought to escape by leaving Europe and Asia; and Americans of Spanish heritage: Mexicans, Puerto Ricans and Cubans, who often encounter social discrimination. The movement of rural Americans into the metropolitan community is also studied in terms of causes and results. Historical reference is made to the discriminatory immigration laws passed by the United States Congress, which remained unchanged until the recent Immigration Act of 1965.

Field class experiences are designed to bring the students face to face with spokesmen of these ethnic and racial groups. Discussions are stimulated by previous assigned readings, experience gained as groups are interviewed, and background provided by the teachers.

Democracy does not involve the elimination of difference, but the perfection and conservation of differences. Students witness the implementation of this concept when they visit the DuSable Museum of African-American History, the Japanese American Service Committee, the Ling Long Museum (Chinese), the Spertus Museum of Judaica, the Polish Museum, the American Indian Center, the Puerto Rican Congress, and other such institutions.

In the 1890's and the first decades of the twentieth century, settlement houses were scattered through the immigrant sections of many cities to help needy groups. Field class experiences at the Chicago Southern Center, the Montrose Urban Progress Center, the Puerto Rican Commonwealth Office, the Spanish outpost of Hull-House-Una Puerta Abierta, Marillac Social Center, and other agencies help to point out the continuing need for the services of such social agencies in the metropolis. Students learn that something is being done to help those who today face the same fears and uncertainties that our ancestors had to face as they struggled to carve out a life for themselves and their families in the huge and impersonal metropolis.

By studying the variety of racial and ethnic groups of the Chicago metropolitan community, students gain new insights and understandings which allow them to explore the ways that men of diverse backgrounds can use their distinct qualities, as well as their common characteristics, to further contribute to the greater metropolitan community. They learn how a spirit of give and take between radically different types can lead to a mutual respect and mutual cooperation based on mutual understanding. These concepts are essential to the future development and progress of the metropolitan community.

Dynamics of Urban Change

This unit presents the students with the concepts necessary for an understanding of the forces that have led to and are continuing to influence the development of the metropolitan community. The phenomenon of "metropolitanism" - the extension of the influence of the large city over enormous hinterland regions is examined. Students trace the development of the "megalopolis" - the continuous region extending from the city to the suburbs and the tendency for rapid growth in the outlying areas of the metropolitan center, the city, at an accelerating rate. Students study such concepts as

"metropolitan dominance" - the control of the huge city over vast surrounding areas, and view the metropolitan community as a highly specialized mosaic of subareas tied together into a new functional unit. Modes of transportation that are associated with the rise of the metropolis and those that affect the continuous development of the metropolis are examined in terms of causes and results. The basic economic institutions that enabled larger cities to develop highly specialized functions within a network of varying sized towns are compared with the growth of "satellite cities" - the manufacturing communities on the outskirts of large cities.

Much of the development of the metropolis has been, in a real sense, accidental. But haphazard development in the future is no longer acceptable. The rise of the metropolis has presented a whole new set of considerations to those concerned with future ordering of the urban environment. Urban change involves a vast amount of complex and interrelated factors: changes in residential patterns, means of transportation, communication, industrial development and educational needs are studied in terms of the forces making for change. Since all groups living in the metropolitan area are affected, students address themselves to the ways in which all groups, particularly minority groups, can play a role in determining future change.

Field class visits to public and private agencies provide the student with the experiences necessary to conceive the problems of urban change, to develop the skills and methods to organize and analyze these problems, and the desire to search for solutions. Students visit such agencies as the Urban Training Center, the Chicago Commission on Human Relations, the Lincoln Park Conservation Association, the Department of Urban Renewal, the Department of Housing and Urban Development and Operation Breadbasket. These institutions and programs are examined in relation to their purpose, and criticism and suggestions are made by students for instituting the kind of changes their research indicated were needed.

Man's Urban Expression

This unit addresses itself to the twentieth century culture of urban man. Special attention is drawn to the methods by which man has adapted his creative nature to an industrialized, high density area. Consideration is also given to the fact that the aesthetic sense is a necessary outlet of man's behavior. Personal aesthetics are discussed - the search for beauty is inherent in life and is relative, depending on an individual's experiences.

Man has expressed himself in the buildings he has constructed. The Chicago's World Fair (1893) quickened public interest in good

architecture. Students study the "Chicago School" of architecture, starting with Louis H. Sullivan, who taught that "form follows function," and continuing with architects who adopted this idea, such as Frank Lloyd Wright. Slide lectures are combined with on-site tours of structures ranging from the historical landmark "Robie House" to the innovative Hancock building, which follows the example set by Chicago's Home Insurance Building, built in 1884.

Contemporary art forms are viewed in such places as the Museum of Contemporary Art, where modern painters and sculptors display their continuing search for new and efficient plastic means to communicate their ever changing ideas. Traditional art forms are viewed at the world famous Art Institute of Chicago. The relationship of art and the times is spelled out and defined by students and teachers.

The historical development of journalism is traced in a survey which includes the causes and results of the enormous increase in the circulation of printed material, from 1870 to the present; the development of the art of advertising; outstanding leaders in journalism, such as Joseph Pulitzer and William Randolph Hurst; and the evolution of mass circulation magazines.

Contemporary mass media is investigated in terms of detrimental and beneficial implications it can have for urban society. Students visit modern radio and television studios, and the offices and press rooms of large metropolitan newspapers.

Contemporary literature of the city is read as students seek to learn the delights and dilemmas of urban life as expressed in the words of those who experienced it. Examples of such readings are Division Street: America, by Studs Terkel; The Poetry of the Negro, edited by Lanston Hughes and Arna Bontemps; and Complete Poems, by Carl Sandburg.

Early urban literature is also studied. For example, students may read Horatio Alger stories, which, in a sense, glorified an urban society filled with opportunity; William Sydney Porter's realistic descriptions of urban life; and William Dean Howells' realistic stories of middle class life in America.

The harmony and discord of urban life are explored through the music and noise of the city. Parallels are drawn to point up the relationship between modern music, with its constant updating of lyrics and rhythm, and the moods and tempo of the urban setting. Students study urban sights and sounds to learn the number of subtle ways in which the human body responds to its environment, ways which often go undetected, but which strongly influence one's behavior. The stage serves as a mirror for man's social world and his personal search for social identity. Improvisational dramatics are implemented to suit this purpose. Students attempt to convey the feelings, concept, and concrete structures of society.

Since the urban scene is not complete without consideration of the common mental maladies such as anxiety, depression, and boredom, these reflections of man's moods are observed and discussed. For example, students discuss with a Chicago Board of Education staff psychiatrist the causes of these mental maladies and the possibilities that they might lead to the use of drugs and crime. Students begin to view the city, as both the scene of man's highest aspirations and deadliest vices. Students begin to realize that the city has broken the moral stamina of many and has the power to segregate rather than fuse its citizens, depending on how man recognizes these realities and addresses himself to them.

Thus, this unit deals with those personal factors that play a dominant role in determining the urban life-style or <u>elan vital</u>. The content should lead the student to understand that typical urban characteristics often are reflections of the effect that his environment has had on him and his reactions to it. This is in sharp contrast to the other units, which tend to stress the physical and/or social aspects of metropolitan studies.